DOCUMENT RESUME

ED 211 265 RC 013 069

AUTHOR	Flores, Merced, Comp.
TITLE	Science. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.
INSTITUTION	Oregon Migrant Education Service Center, Salem.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE	Sep 81
NOTE	272p.; For related documents, see RC 013 064-069.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Biology; Chemistry; *Educational Objectives; Evaluation Criteria; Individual Instruction; Learning Activities; Lesson Plans; Migrant Children; *Migrant Education; Physical Sciences; Physics; Records (Forms); Science Activities; Secondary Education; *Secondary School Science; *Student Evaluation; Student Records; *Teaching Methods
IDENTIFIERS	ESEA Title I Migrant Programs; *Individual Short Term Plan Records; *Oregon

ABSTRACT

Developed by experienced migrant education teachers incorporating Sight and Sound Program concepts, this volume presents predrafted individual short-term Plan/Records for secondary level chemistry, biology, and physics, plus step-by-step directions for their use by Oregon resource teachers, classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom portion of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and relevant comments, forming the record part of the Plan/Record. The science Plan/Records cover topics such as laboratory measuring techniques, microscope usage, centigrade-Fahrenheit temperature conversion, Newton's laws of Motion, pulleys and levers, periodic table of elements, atomic particles, meiosis/mitosis, pH scale, process of sexual reproduction in man, "albinoism," photosynthesis, root systems, velocity, vectors. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211265

PREDRAFTED INDIVIDUAL SHORT - TERM PLAN/RECORDS

(SECONDARY LEVEL)

DEC 1981
ERIC/CRESS
RECEIVED

MIGRANT EDUCATION
OREGON

SCIENCE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Merced Flores

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

DIRECTIONS FOR RESOURCE TEACHERS, TEACHERS AND AIDES

OREGON MIGRANT EDUCATION PROGRAM
José D. Garcia
State Coordinator

MIGRANT EDUCATION SERVICE CENTER
Daniel P. Santos
Supervisor

COMPILED AND EDITED
BY
Merced Flores
MESC Secondary
Curriculum Development Specialist

September 1981

FUNDED BY
OREGON ESEA
I-M PROGRAM

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced four years ago. It is currently being used in various areas of the state. In this approach the teacher assumes that the student will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous students with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any student who had the particular need addressed by an objective. A group of five experienced migrant education teachers who had made extensive use of Individual Short-term Plan/Records and Sight and Sound

was brought together to generate pre-drafted Plan/Records to cover situations which they felt were frequently encountered with active migrant children.

It was believed that Individual Short-term Plan/Records could be developed in the secondary level by using several Sight and Sound Program concepts. Various program concepts were chosen and the development of Individual Short-term Plan/Records in these areas began. The areas chosen were Communication Arts, Government, History, Mathematics, and Science.

The area of Personal Finance was also developed, despite not being a Sight and Sound concept. Because of the requests and necessity to produce this subject area, it was only appropriate to develop it at this time.

The Individual Short-term Plan/Records in this booklet will contain these areas:

- Communication Arts
- Government
- History
- Mathematics
- Personal Finance
- Science

In several plans, corresponding Sight and Sound concept numbers are listed to show the linkage of Short-term Plans to Sight and Sound concepts. This will greatly benefit the users of both the Sight and Sound Programs and Individual Short-term Plan/Records Project. In addition, to further combine programs and to have a flow of continuity, some of the Math programs will have Skills List numbers. The Skills List numbers are to be used for whatever purposes and in whatever ways are designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Mr. Dan Santos of that office, phone 378-6853.

Several classroom teachers are to be acknowledged for their line efforts in developing these Individual Short-term Plan/Records. Almost all have had experience in writing single concept programs and have authored various Sight and Sound

programs. These people are Barbara Griffin of Sprague High School who wrote all of the Communication Arts plans; Maria Hinojosa of Marion County was responsible for writing the Government and History plans; Robert Dedrick of Silverton Union High School developed the Mathematics plans; Jinny Carter of McKay High School wrote the Personal Finance plans; and James Brueckner of Silverton Union High School wrote the Science Programs. Technical assistance and coordination of the secondary level programs was performed by Merced Flores, M.E.S.C. Secondary Curriculum Development Specialist. Bill Savard of the Northwest Regional Educational Laboratory served as a consultant. A special thanks goes to Doreen Lucero and Gayle Jolliffe who spent many hours typing these Short-term Plans.

Directions for Resource Teacher:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using either the loose-leaf reproducible version or the bound booklet version of the pre-drafted Individual Short-term Plan/Records.

In order to use the loose-leaf version you will need access to a xerox or other easy to use duplicating machine to replenish your initial stock of pre-drafted Individual Short-term Plan/Records. Your initial stock consists of 10 copies of each Plan/Record. Whenever your stock drops to three or less copies of any one Plan/Record simply xerox the required number and put them into the correct place in your folder.

Step I

Carefully review the entire set of pre-drafted Plan/Records. Being thoroughly familar with the content will greatly increase your ability to use them efficiently. Remeber, these pre-drafted Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill out the rating form on the back of each one. Then collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Students:

As a classroom teacher you will most likely be using the bound booklet version of the pre-drafted Individual Short-term Plan/Records, UNLESS you work under the direction of a resource teacher and a decision has been made to try the loose-leaf version. The content of both versions is the same. We are trying both in different locations so as to learn the advantages of the different formats. The following directions apply to the bound booklet version.

Step I

Carefully examine each of the six booklets (Communication Arts, Government, History, Mathematics, Personal Finance, and Science) to become thoroughly familiar with their content. If a child has educational problems in either of these areas, select the appropriate booklet(s) and enter his name and other identifying information on the cover. The Plan/Records in the booklets are arranged roughly in order of difficulty but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these students need many skills. Our task for the moment is to find one or more appropriate tasks he needs to undertake now and to get underway with it immediately. As these tasks are completed another can be started.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the student. After talking with the student select a sheet near the front of the booklet. Informally test him against the criterion statement. If he accomplishes it easily, try something considerably more difficult from the back of the booklet, if that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get under way with the activities.

Step IV

At the end of the designated time period, or sooner if the student seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the student participated out of the total actual school days in the planned period. Then fill in the rating form on the back of the Plan/Record.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he absent so much that he could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so simply write directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are provided at the back of the booklets. It is suggested that you gain some experience with the pre-drafted Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Accumulate the completed Plan/Records by leaving them right in the booklets. Keep the booklets even if the student leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

Sources

Many of the sources you may want to use are listed or attached on the Individual Short-term Plans. Since many of the plans were developed to go along with the Sight and Sound filmstrip/cassette program, you may want to use or acquire these programs. Sight and Sound Program information is available by calling Merced Flores at 378-6853. Do not feel obligated to use the listed materials. These are only suggestions.

SCIENCE

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

A student will be able to measure the volume of water using a graduated cylinder.

Activities: What will be done, when, how much (time), by whom?

Have students measure 5, 10, 15, 20, 25 and 30 milliliters of water using a graduated cylinder. (Make sure measurement is from the bottom of the meniscus.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will measure any volume of water, less than 50 milliliters, using a graduated cylinder.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

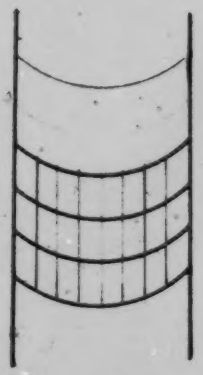
Content Area Science Skills List No. _____
Sight & Sound# 6.1.1.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to use a graduated cylinder to measure a liquid.

Activities: What will be done, when, how much (time), by whom?

The teacher should have several clean graduated cylinders. The student should pour some water or other liquid into the cylinder. When the water has stopped, he will see that it looks like the diagram below. The top layer of water which appears to be pulled up the sides of the graduate is called the meniscus. The teacher should point out to the student that the volume is always read at the bottom of the meniscus. The student should try and measure several amounts of liquid to become familiar with the procedure.



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a teacher made test, the student will be able to measure the volume of liquids with a graduated cylinder.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.2.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to measure the volume of any irregular solid object (small enough to fit in the cylinder) using a graduated cylinder to the nearest milliliter.

Activities: What will be done, when, how much (time), by whom?

Have student measure exactly 30 milliliters of water. Slowly lower a marble into the graduated cylinder. The amount the water rises is the volume of the marble. Use the same procedure, but use a small rock, cylinder, dime or another small object.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will measure the volume of any small solid object (small enough to fit into the graduated cylinder) to the nearest milliliter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.2.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to measure the volume of any irregular solid object (large enough not to fit in a graduated cylinder) using two beakers and a graduated cylinder to the nearest milliliter.

Activities: What will be done, when, how much (time), by whom?

Have student fill a beaker completely full. Hold a second beaker under the spout of the filled beaker. Collect the water that over flows in the second beaker. Pour the collected water into the graduated cylinder to measure its volume. Repeat the entire procedure for a small rock, fingernail clippers and a fifty-cent piece.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will measure the volume of any irregular solid object to the nearest milliliter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 1

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Science Skills List No. _____
Sight & Sound# 6.1.2.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the volume of a solid object using a graduated cylinder.

Activities: What will be done, when, how much (time), by whom?

The teacher can use the attached activity to demonstrate the concept of displacement. As the student becomes familiar with the concept, the teacher can modify the procedure. The student needs to place a measured amount of water in the graduate. Then the student places a solid object in the cylinder. The student will notice that the water will rise. The difference in height between the original and the next column of water will be the volume of the solid object. The teacher will have to caution the student to have enough water to cover the object, but not so much as to overflow the container.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a teacher made test, the student will be able to measure the volume of solid objects using a graduated cylinder.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

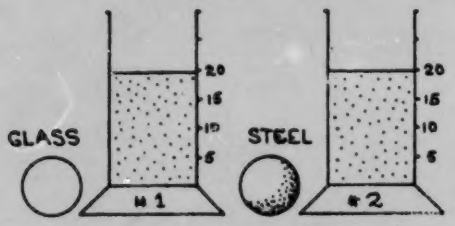
Teacher: _____
Signature Title

VOLUME BY DISPLACEMENT

The following activities investigate the relationship between volume and displacement.

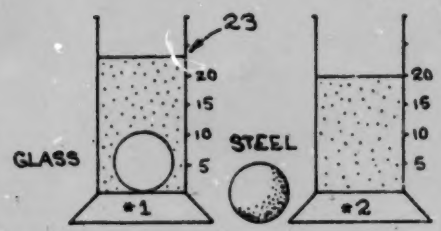
Materials Needed: Two identical graduated cylinders, several objects having the same size and shape but different masses (for example: two marbles, one glass and one steel)

I



Add water to both cylinders until they are filled to the same mark. Be sure students are familiar with the physical properties of the marbles that is, the equal volumes but different masses.

II Place the glass marble in cylinder #1 as shown.

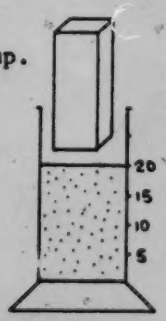


A) Have students predict the water level in cylinder #2 when the steel marble is placed in it.

It may be more convenient for students if you provide pictures of cylinders so the students only have to draw in the water level.

B) What would be the water level in cylinder #1 if another identical glass marble were added?

III Follow up.



A) To help those students who failed to see the relationship between volume and displacement the following may help.

Objects of known volume, perhaps Cuisenaire rods, can be submerged and the resulting increase in water level can be observed.

B) Objects having irregular shape can be immersed in water to find their volumes. If the object is too large to fit into the cylinder it can be lowered into any container filled to the brim. Just collect and measure the water that overflows.

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.3.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to safely insert glass tubing into a rubber stopper or tubing.

Activities: What will be done, when, how much (time), by whom?

Have the student fire polish the end of the glass tubing. Then add a lubricant (glycerin, water or soap solution) to the end of the glass tubing. Wrap a cloth around the glass tubing. Slowly apply the rubber tubing to the glass tubing in a twisting motion. Make sure you hold the glass tubing as close as possible to the point where it is entering the rubber tubing. Use the same procedures but use a rubber stopper next time.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will safely apply glass tubing to a rubber stopper.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.4.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Student will be able to zero out a triple beam.

Activities: What will be done, when, how much (time), by whom?

Have students practice zeroing out a triple beam balance.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will be able to zero out a triple beam balance.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.4.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to measure a solid object that weighs less than 10 grams.

Activities: What will be done, when, how much (time), by whom?

Have students measure the weight of a penny, a piece of paper, marble and a key to the nearest 1/10 of a gram using a triple beam balance.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to measure the weight of any solid object that weighs less than 10 grams.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.4.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will be able to measure a solid object that weighs more than 10 grams and less than 100 grams.

Activities: **What will be done, when, how much (time), by whom?**

Have students measure the weight of a spoon, fork, knife, pen, and four keys to the nearest 1/10 of a gram using a triple beam balance.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to measure the weight of any solid object that weighs more than 10 grams and less than 100 grams.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound# 6.1.4.4.

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to measure a solid object that weighs more than 100 grams, but less than 500 grams.

Activities: What will be done, when, how much (time), by whom?

Have students measure the weight of an apple, book, glass, and can to the nearest 1/10 of a gram using a triple beam balance.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to measure the weight of any solid object that weighs more than 100 grams and less than 500 grams.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area _____ Sight & Sound# 6.1.5

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will be able to properly filter a liquid solution.

Activities: **What will be done, when, how much (time), by whom?**

Have the student fold a piece of filter paper to fit the funnel. (This is done by folding it in half, folding it in half again, and opening it up so the three thicknesses of paper are on one side.) Wet the filter paper, so it will stick to the sides of the funnel. Now place the filter paper in the funnel. Slowly pour the liquid to be filtered into the funnel. Never have the funnel over 3/4 full of liquid at any one time. Any solid material will be found in the filter paper.

Type of solutions: dirt or sand in water, saturated sugar solutions, saturated salt solutions, and saturated solution of baking soda.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to filter a solution of dirt and water using the proper procedure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6 1 6 1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify the parts of a microscope.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student draw and label the parts of a microscope.

2) Given a microscope, have the student identify the parts.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a microscope, the student will identify, either orally or written, the parts of a microscope.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.7.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to prepare a wet mount slide.

Activities: **What will be done, when, how much (time), by whom?**

Specimens: fly wing, paper, onion skin, and hair

Have the student obtain a specimen. The specimen should be thin enough for light to pass through. The specimen should be placed in the center of the clean slide. Using the medicine dropper, place several drops of water in the middle of the specimen. Use only enough water to completely wet the specimen. Grasp the coverslip by the edges using your thumb and index finger. Carefully place the lower edge of the coverslip against the slide and move it towards the water drop until the coverslip touches it. Then slowly lay the coverslip down on the specimen. There should not be any air bubbles under the coverslip.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given s specimen, the student will properly prepare a wet mount slide.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.8.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to focus a microscope.

Activities: What will be done, when, how much (time), by whom?

Have the student place the lower power or shortest objective into the proper position. The objective gives a definite "click" when it is in place. Place your slide on the stage of the microscope. Then secure it with the stage clips. Lower the objective to a point ⅛ of an inch above the slide. This is done by turning the course adjustment. Never lower the objective while looking through the eye piece, always look at the end of the objective. Now slowly turn the course adjustment until a good focus is obtained. Slowly turn the fine adjustment until the slide is in the best focus.

Repeat the procedures with many different specimens.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a wet mount slide, the student will properly focus the microscope.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.9

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to safely cut glass tubing.

Activities: What will be done, when, how much (time), by whom?

Have the student obtain glass tubing and a triangular-shaped file. Place the glass tubing on a flat surface. Scratch the tubing at the point where you wish to break it. This scratch is made by using the triangle-shaped file. Always push the file away from you. Remember, glass tubing will break if you put too much pressure on the file when making the scratch. Next, break the glass tubing by placing your thumbs directly behind the scratch. Then gently bend the glass tubing toward you. After cutting the glass tubing, make sure you fire polish the sharp ends.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will safely cut a length of glass tubing.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.10.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to convert from the Centigrade Temperature Scale to the Fahrenheit Temperature Scale using the temperature conversion formula, $9/5\ C^{o} + 32 = F^{o}$.

Activities: What will be done, when, how much (time), by whom?

The student will use the following formula, $9/5\ C + 32^{o} = F$, to work the problems. First, multiply 9/5 times the Centigrade Reading. Then add 32^{o} degrees to your answer. This will give you the Fahrenheit reading for Centigrade.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten temperature conversion problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.10.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to convert from the Fahrenheit temperature scale to the Centigrade scale using the temperature conversion formula: $5/9\ F^{o} + 32^{o} = C^{o}$.

Activities: What will be done, when, how much (time), by whom?

Have the student use the following formula: $5/9\ F^{o} + 32^{o} = C^{o}$, to work the problems. The first step in using the formula, is to multiply 5/9 times the Fahrenheit reading. Then add 32 degrees to your answer. This will give you the Centigrade reading for Fahrenheit.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten temperature conversion problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.11.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the part of a Bunsen burner.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw and label the parts of a Bunsen burner.

2) Given a Bunsen burner, have the student identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a Bunsen burner, the student will correctly identify, either orally or written, 100% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.11.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to safely light and adjust a Bunsen burner.

Activities: What will be done, when, how much (time), by whom?

1) Have the student obtain a Bunsen burner. Connect the gas intake to the room's gas supply. Close the air intake by screwing the barrel down. Close the gas valve, and then re-open one quarter of a turn. Open the gas handle to the open position. The gas will mix with air and come out the top of the barrel. Use a match or a gas striker to ignite the flame. If the flame is too high, turn down the gas supply by adjusting the gas valve on the burner. Screw the barrel to adjust the air intake until a blue flame forms. If the flame is yellow, you need more air. If the flame roars, you need less air. A quiet blue flame is what is desired.

2) Repeat the procedures several times.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a Bunsen burner, the student will safely light and adjust a Bunsen burner.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.12.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to read a barometer and explain whether the air pressure is rising or falling.

Activities: What will be done, when, how much (time), by whom?

Have the student obtain a barometer. There are two pointers on the barometer. One pointer may be moved by hand and is called the position pointer. The other pointer moves due to the air pressure and is called the pressure pointer. To take a reading on the air pressure, read the air pressure pointer. The unit for air pressure is pounds per square inch. Too determine if the air pressure is rising or falling, set the position pointer directly over the pressure pointer. A later reading will determine how much the pressure has changed from the last reading. Take reading every two hours for three day to practice reading a barometer.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a barometer, the student will correctly read the barometer and explain whether the air pressure is rising or falling.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.12.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how a barometer works.

Activities: What will be done, when, how much (time), by whom?

1) Have the student take reading on a barometer for ten days. Take readings three times daily.

2) Have the student research how a barometer works.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will explain, either orally or written, how a barometer works.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.14.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to stain bacteria.

Activities: What will be done, when, how much (time), by whom?

Have the student mount a clean cover glass in a holder. With a flamed inoculating loop, place one loopful of distilled water in the center of the cover glass. Flame the loop again and transfer a small number of bacteria from an agar slant to the drop of water. Spread the bacteria in a thin film on the cover glass. Allow the film to air dry. Invert the cover glass (bacteria film down) and using forceps pass it through the flame of the Bunsen burner three times. This kills the bacteria and fixes them to the cover glass. Pour the stain over the film until it is completely flooded. Allow it to stand two or three minutes. Wash the smear or film in tap water until no more stain washes out. Air dry or blot all but the surface of the smear. Mount on a slide for examination with your microscope.

Repeat the procedures for several different bacteria.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a bacterial culture, the student will correctly stain the bacteria.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6 1 15 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the concept of acceleration.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw or explain six examples of acceleration.
2) Have the student collect 5 examples, pictures, showing the concept of acceleration.
3) Have the student list six examples of acceleration.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give two examples of acceleration and explain each.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.15.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to measure the amount of acceleration using the acceleration formula, $A = \frac{V_2 - V_1}{t}$.

Activities: **What will be done, when, how much (time), by whom?**

Have the student use the acceleration formula, $A = \frac{V_2 - V_1}{t}$, for the following problems.

The first step in solving acceleration problems, is to substitute the final speed for V_2. Next, substitute the initial speed for V_1. Now subtract the starting speed, V_1, from the final speed, V_2. Your answer is the numerator part of the equation. Now, divide the numerator part $(V_2 - V_1)$ by the time, t. This gives you the answer for the acceleration. Your answer should always be positive.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten acceleration problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.16.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the concept of deceleration.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw or explain six examples of deceleration.
2) Have the student collect five examples, pictures, showing the concept of deceleration.
3) Have the student list six examples of deceleration.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give two examples of deceleration and explain each.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound# 6.1.16.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the amount of deceleration using the acceleration formula, $A=\frac{V_2-V_1}{t}$.

Activities: What will be done, when, how much (time), by whom?

Have the student use the acceleration formula, $A=\frac{V_2-V_1}{t}$, for the following problems. The first step in solving deceleration problems is to substitute the final speed for V_2. Next, substitute the starting speed for V_1. Now subtract the starting speed, V_1, from the final speed, V_2. Your answer is the numerator part (V_2-V_1) of the equation. Now divide the numerator by time, t. This gives you the answer for deceleration. Your answer will always be negative.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten deceleration problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.17

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Newton's First Law: Part I
To teach the student to identify Newton's First Law of motion: that objects tend to remain at rest unless acted upon by an unbalanced force.

Activities: What will be done, when, how much (time), by whom?

1) Set a glass tumbler on a desk or table, lay a card flat on top of the tumbler. Place a coin on the center of the card. Flick the card with your finger so it moves out from under the coin. Explain.

2) Tie a light (thin) string to a heavy hammer or flatiron. Pull the object slowly up from the floor. Then quickly pull hard on the string while the object is on the floor. Explain what happens.

3) Stack five blocks on top of each other. With a hammer, knock the third block from the top out. Explain what happens.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give an example, either orally or written, and explain Newton's First Law of motion. Example: A boy is standing in a bus. The bus suddenly moves forward and the boy falls backward. His body tends to remain at rest.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.18.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify Newton's First Law of Motion, Part II. Remember, Newton's Law says that objects tend to remain in motion unless acted upon by an unbalanced force.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw pictures showing Newton's First Law.

2) Have the student cut pictures out of magazines that show Newton's First Law.

3) Have the student list examples of Newton's First Law.

4) Given ten examples, the student will identify Newton's First Law (Bus stopping quickly, car stopping, bike hitting a wall, etc.).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly, identify 80% of the examples that use Newton's First Law.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.19.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain Newton's Second Law of Motion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten examples of Newton's Law of Motion.
2) Given a list of examples, the student will identify Newton's Second Law of Motion.
3) Have the student draw five examples of Newton's Second Law of Motion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly identify 80% of the examples that are Newton's Second Law of Motion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.20.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify Newton's Third Law of Motion. Remember, Newton's Third Law says that for every action there is an equal and opposite reaction.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten examples of Newton's Third Law of Motion.

2) Given a list of examples, the student will identify those which are Newton's Third Law of Motion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly identify 80% of those examples which are Newton's Third Law of Motion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.20.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain Newton's Third Law of Motion. Remember, Newton's Third Law states that for every action there is an equal and opposite reaction.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain examples of Newton's Third Law of Motion.

2) Given a list of examples, the student will explain those examples that are Newton's Third Law of Motion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will give and explain an example of Newton's Third Law of Motion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.21.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify momentum. Remember, momentum is the quantity of motion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten examples of momentum.

2) Have the student cut out pictures from magazines that show momentum.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of examples, the student will correctly identify 80% of the momentum examples.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.21.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure momentum using the momentum formula, momentum is equal to mass times velocity.

Activities: What will be done, when, how much (time), by whom?

Have the student use the momentum formula, momentum, M, is equal to mass, m, times the velocity, V, for the following problems. First, substitute the quantity for mass, grams, and the quantity for velocity, usually meters per second, into the formula. Next, multiply mass times velocity. This answer will give you the answer for momentum.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten momentum problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.22

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the Conservation of Momentum. Remember, the Conservation of Momentum states that momentum may be transferred from one object to another, but the total momentum of the object is never increased.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain five examples of the Conservation of Momentum.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list and explain, either orally or written, an example of the Conservation of Momentum.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.23

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the amount of work done by a simple machine, by using the work formula (work = force x distance).

Activities: What will be done, when, how much (time), by whom?

Have the student use the work formula, work = force times distance, for the following problems. The first step is to recognize that if it is measured in Newtons, it represents force, and if it is measured in meters it represents distance. Then multiply the force times the distance. This gives you the amount of work done. The unit for work is Newton-meters.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten work problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.24.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the six simple machines: Lever, pulley, inclined plane, wheel and axle, wedge and screw.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw examples of the six simple machines.

2) Have the student list three examples for each of the six simple machines.

3) Have the student cut pictures, of examples of simple machines, out of magazines.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of ten common examples of simple machines, the student will correctly identify 80% of the machines.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.24.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a compound machine. A compound machine is two or more simple machines working together.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw examples of a compound machine.

2) Have the student list three examples of a compound machine.

3) Have the student cut out pictures of examples of a compound machine, out of magazines.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of ten machines (simple and compound), the student will correctly identify 80% of the compound machines.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

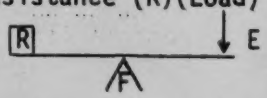
Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.25.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify and explain the structure of a First Class Lever. A First Class Lever has the Fulcrum or pivot (F) between the Resistance (R)(Load) and the effort force, F, (push or pull).

Activities: What will be done, when, how much (time), by whom?



1) Have the student draw label and explain the structure of a First Class Lever.

2) Have the student be given examples and explain why it's a First Class Lever. (Manual typewriter, scissors, hammer, crowbar.)

3) Have the student assemble the lever kit like a First Class Lever.

4) The student will be given examples of 1st Class Levers and will label the parts (Boat oar, seesaw, and a hammer.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will draw, label and explain, orally or written, the structure of a First Class Lever.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OP 8

School: _____ District: _____ Area _____

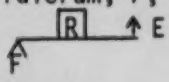
For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.26.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify, label, and explain the structure of a second class lever. A second class lever has the resistance, R, between the fulcrum, F, and the effort force, E.



Activities: **What will be done, when, how much (time), by whom?**

1) The student will be given examples of second class levers and will label the parts (can opener, nut-cracker, and a wheel barrow).

2) The student will be given examples of second class levers and will explain why it is a second class lever.

3) Have the student draw, label, and explain the structure of a second class lever.

4) Have the student assemble the lever kit like a second class lever.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will draw, label, and explain, either orally or written, the structure of a second class lever.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.27.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify, label and explain the structure of a 3rd class lever. a third class lever has the Effort force, E, between the Fulcrum, F, and the Resistance, R. [R] E F

Activities: What will be done, when, how much (time), by whom?

1) The student will be given examples of a third class lever and will label the parts. (Baseball bat, golf club, fishing pole, rake and a tennis racket.)

2) The student will be given examples of third class levers and will explain why it's a third class lever.

3) Have the student draw, label and explain the structure of a third class lever.

4) Have the student assemble the lever kit like a third class lever.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will draw, label and explain, either orally or written, the structure of a third class lever.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.28.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the force needed to operate a lever by using the Law of Levers formula, Effort Arm, E.A. times effort Force, F, equals Resistance Arm, R.A., times Resistance force, R.

Activities: What will be done, when, how much (time), by whom?

Have the student use the Law of Levers formula, E.A. X F = R.A. X R, for the following problems. The first step, in calculating out the effort force, F, is to multiply the length of Resistance Arm times Resistance. Remember, Resistance is measured in newtons and the Resistance Arm is usually measured in centimeters or meters. Now, divide the answer (R.A. X R) by the length of the Effort Arm. This gives you the answer for the Effort Force, F. The unit for Effort Force is usually meters.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten lever problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.29.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the principle of the inclined plane.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw five examples of inclined planes.

2) Have the student list five examples of inclined planes.

3) Given a list of machines, the student will identify the inclined planes.

4) Have the student orally or written explain an inclined plane.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of machines, the student will correctly identify 80% of the inclined planes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6 1 30 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

THe student will be able to identify a pulley system.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw a fixed pulley, movable pulley and a block and tackle system.
2) Have the student assemble a fixed pulley, movable pulley and a block and pulley system.
3) Given five examples, the student will identify the pulley systems.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given five examples, the student will correctly identify 80% of the pulley systems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.30.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify a Wheel and Axle System. Remember, the more common name for a Wheel and Axle System is a Gear System.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student draw a Wheel and Axle System.

2) Given a list of machines, the student will identify the Wheel and Axle Systems.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten examples of machines, the student will correctly identify 80% of the Wheel & Axle Systems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.31.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a simple machine that has a mechanical advantage that is less than one. Remember, the resistance force is less than the effort force in a machine that has a mechanical advantage that is less than one.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten simple machines that have a mechanical advantage less than one.

2) Have the student draw an example of a simple machine that has a mechanical advantage less than one.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples of simple machines, the student will correctly identify 80% of the machines that have a mechanical advantage less than one.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.31.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a simple machine that has a mechanical advantage that is equal to one. Remember, the resistance force is equal to the effort force in a machine that has a mechanical advantage equal to one.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten simple machines that have a mechanical advantage equal to one.

2) Have the student draw an example of a simple machine that has a mechanical advantage equal to one.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples of simple machines, the student will correctly identify 80% of the machines that have a mechanical advantage equal to one.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.31.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a simple machine that has a mechanical advantage that is greater than one. Remember, the resistance force is greater than the effort force in a machine that has a mechanical advantage greater than one.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten simple machines that have a mechanical advantage greater than one.

2) Have the student draw an example of a simple machine that has a mechanical advantage greater than one.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples of simple machines, the student will correctly identify 80% of the machines that have a mechanical advantage greater than one.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.31.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the mechanical advantage of a simple machine using the mechanical advantage formula, mechanical advantage equals resistance force divided by effort force.

Activities: What will be done, when, how much (time), by whom?

Have the student use the mechanical advantage formula, M.A.= $\frac{R}{E}$, for the following problems. Divide the resistance by the effort. This process will give you the mechanical advantage of the machine. Remember, the mechanical advantage has no unit.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten mechanical advantage problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound 6.1.32.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the machanical advantage of a lever using the mechanical advantage formula for a lever, mechanical advantage is equal to the effort arm, E_a, divided by the resistance arm, R_a.

Activities: What will be done, when, how much (time), by whom?

Have the student use the formula for the mechanical advantage of a lever, M.A. = $\frac{E_a}{R_a}$,

for the following problems. Remember, the effort arm is equal to the distance from fulcrum to the effort force and the resistance arm is the distance from fulcrum to the resistance force. Substitute in the lengths for E_a and R_a. Now, divide the effort arm, E_a , by the resistance arm, R_a. This gives the mechanical advantage of a lever. Remember, there is no unit for mechanical advantage, just a number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten lever problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.33.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify examples of an inclined plane.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list ten examples of inclined planes.

2) Have the student draw six examples of an inclined plane.

3) Given twenty examples of machines, the student will identify the inclined planes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples of machines, the student will correctly identify 80% of the inclined planes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.33.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the mechanical advantage of an inclined plane. Remember, to calculate the mechanical advantage of an inclined plane, divide the effort distance (De) by the resistance distance (Dr).

Activities: What will be done, when, how much (time), by whom?

Have the student use the formula for the mechanical advantage of a wedge, M.A.= $\frac{De}{Dr}$, for the following problems. Substitute in the length of the effort distance and resistance distance into the formula. Next, divide the effort distance by the resistance distance. This gives the mechanical advantage for the inclined plane. Remember there is no unit for mechanical advantage, just a number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten inclined plane problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.34.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify examples of wedges.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list ten examples of wedges.

2) Have the student draw five examples of a wedge.

3) Have the student cut pictures out of magazines that are examples of a wedge.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten examples of machines, the student will correctly identify 80% of the wedges.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

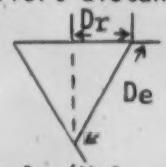
For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.34.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure the mechanical advantage of a wedge. Remember the formula for a wedge is: Mechanical advantage is equal to the effort distance (De) divided by the resistance distance (D_r) times two. EXAMPLE:



Activities: What will be done, when, how much (time), by whom?

Have the student use the mechanical advantage, for a wedge, formula ($M.A. = \frac{De}{Dr} \times 2$)

for the following problems. First, substitute in the distance for effort distance and resistance distance. Now divide the effort distance by the resistance distance. Remember, there is no unit for mechanical advantage, just a number. Multiply your answer by two. This gives the mechanical advantage for the wedge.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten wedge problems, the student will correctly measure 80% of the mechanical advantage problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.35.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the mechanical advantage of a pulley. The mechanical advantage of a pulley is found by counting the support strands.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw pulleys that have a mechanical advantage of 2, 4, and 6.

2) Given examples of pulleys, the student will calculate the mechanical advantage of each pulley.

3) Have the student assemble pulleys that have mechanical advantages of 1, 2, and 3.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given five examples of pulleys, the student will correctly calculate 80% of the mechanical advantages.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.36.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify Power. Remember, Power is the rate at which work is done.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw six examples of Power.

2) Have the student cut five pictures out of magazines showing Power.

3) Given ten examples, the student will identify those which show Power. (Boy climbing stairs in six seconds, machine taking 20 minutes to complete a job, etc.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly identify 80% of those examples which show Power.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.36.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure power using the power formula, Power is equal to work divided by time.

Activities: What will be done, when, how much (time), by whom?

Have the student use the power formula, $P = \frac{W}{t}$. The first step in solving for power, is to calculate the work, w. Remember, work is equal to force, F, times distance, d. Then divide the amount of work done by the time, t. This will give you the amount of power. The unit for power is watts or newton-meters (work) divided by time, t.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten power problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.37.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the efficiency of a machine using the efficiency formula. Remember, the efficiency formula is: efficiency is equal to work output divided by work input.

Activities: What will be done, when, how much (time), by whom?

Have the student use the efficiency formula - $E = \frac{Wo}{Wi}$, for the following problems.

The first step is to calculate the work output. The formula for work output is: work output (Wo) is equal to resistance force, F_r, measured in newtons, times the resistance distance (D_r). The next step is to calculate the work input. The formula for work input is: work input (Wi) is equal to effort force, F_e, times the effort distance, D_e. Remember, work input (Wi) is always greater than work output (Wo). Now complete the problem, DIVIDE work output by work input.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten efficiency problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.37.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the concept of efficiency.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the efficiency of two machines.

2) Given two machines the student will explain the efficiency of the machines.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an example of a machine, the student will explain, either orally or written, the efficiency of the machine.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.38.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify matter. Remember, matter is anything that takes up space and has mass.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw six examples of matter.

2) The student will list ten examples of matter.

3) Given ten examples, the student will identify those objects which are matter.

4) Have the student cut pictures of objects which are matter.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly identify 80% of those objects which are matter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.38.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to measure matter using the density formula, density is equal to mass divided by volume (space).

Activities: **What will be done, when, how much (time), by whom?**

Have the student use the density formula, $D = \frac{m}{v}$, for the following problems. To solve a density problem, you divide the mass, usually measured in grams or kilograms, by the volume, usually measured in cubic centimeters or milliliters. This gives you the density. The density unit is grams per milliliter or kilograms per cubic centimeters.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten density problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.39.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the general properties of matter.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the general properties of matter.

2) Have the student define the following terms: volume, mass, gravitational attraction, and inertia.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will explain the general properties of matter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.40.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify the common elements.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list twenty common elements.

2) Have the student cut pictures out of magazines of twenty common elements.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of twenty common elements, the student will correctly identify 80% of the elements.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.40.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the common element symbols.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and identify twenty common elements.

2) Given a list of thirty common elements, have the student give the symbol for each element.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twenty element symbols, the student will correctly identify 80% of the symbols.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.41.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a compound.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty compounds.

2) Have the student collect twenty different compounds.

3) Have the student cut pictures out of magazines of twenty different compounds.

4) Given a list of substance, the student will identify the compounds.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of substances, the student will correctly identify 80% of the compounds.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.41.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how many parts of each element are in a chemical formula.

Activities: What will be done, when, how much (time), by whom?

1) Have the student identify the number of elements in the following chemical formulas:

a) H_2O
b) Al_2S_3
c) H_2SO_4
d) NaCl
e) H_2
f) O_2
g) MgO
h) K_2O
i) Na_2S
j) CsI

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of ten chemical formulas, the student will correctly explain 80% of the chemical formulas.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.42.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify a physical change. Remember, a physical change is when an object changes in size, shape, or form, but there is no change in the chemical composition.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student boil and freeze water.

2) Have the student list twenty examples of a physical change.

3) Given a list of examples, the student will identify the physical changes.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of examples, the student will correctly identify 80% of the physical changes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.42.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain a physical change.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list and explain five examples of physical change.

2) Given a list of examples, the student will identify and explain each example of physical change.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will give and explain an example of physical change.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.43.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a chemical change. Remember, a chemical change occurs when a substance becomes a different substance having different chemical properties.

Activities: What will be done, when, how much (time), by whom?

1) Have the student mix sulfur and iron filings. Fill a test tube one-third full of the mixture. Heat with a bunsen burner until the mixture becomes red hot. Explain your results.

2) Have the student list twenty examples of a chemical change.

3) Given a list of examples, the student will identify the examples of chemical change.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of examples, the student will correctly identify 80% of the chemical changes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature 80 **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.44.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify mixtures.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty different mixtures.

2) Given a list of substances, the student will identify the mixtures.

3) Have the student collect twenty different mixtures.

4) Have the student cut pictures out of magazines of twenty different mixtures.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of substances, the student will correctly identify 80% of the mixtures.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1,45.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how many electrons and protons are found in an atom. Remember, that the atomic number for an atom is the number of electrons or protons.

Activities: What will be done, when, how much (time), by whom?

1) Given twenty atoms and their atomic numbers, have the student explain the number of protons and electrons that are found in each atom.

2) Have the student list and explain the number of electrons and protons found in ten different atoms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the atomic number for an atom, the student will correctly explain how many electrons and protons are found in the atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound# 6.1.45.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the main particles of an atom.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define the main particles of an atom: electron, proton, and neutron.

2) Have the student write a brief paragraph on the location of the main particles in an atom.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will explain the main particles of an atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.46

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the location of the electrons in an atom based on the Bohr Theory.

Bohr Theory: Shells fill up in order. 1st - K shell - 2 3rd - M shell - 18
2nd - L shell - 8 4th - N shell - 32

Activities: What will be done, when, how much (time), by whom?

1) Have students construct a paper model of the electron shells for Fe (iron), Li (lithium) and He (helium).

2) Have students draw a model of the electron configuration for Na (sodium), F (florine), and Cu (copper).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to draw or explain orally a model of the electron configuration for any atom with less than 28 electrons.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.47.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain an isotope. Remember, an isotope is an atom that varies in the number of neutrons.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define isotope.

2) Have the student list the isotopes of the elements hydrogen (H) and chlorine (Cl).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain an isotope.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.48.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the atomic mass. Remember, the atomic mass is equal to the number of protons and neutrons in an atom.

Activities: What will be done, when, how much (time), by whom?

1) Given the number of electrons, protons, and neutrons in an atom, have the student calculate the atomic mass. Have the student compute the atomic mass for twenty-five atoms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the number of electrons, protons, and neutrons in an atom, the student will correctly calculate the atomic mass.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.38.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure matter using the density formula, density is equal to mass divided by volume (space).

Activities: What will be done, when, how much (time), by whom?

Have the student use the density formula, $D = \frac{m}{v}$, for the following problems. To solve a density problem, you divide the mass, usually measured in grams or kilograms, by the volume, usually measured in cubic centimeters or milliliters. This gives you the density. The density unit is grams per milliliter or kilograms per cubic centimeters.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten density problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.39.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain the general properties of matter.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list and explain the general properties of matter.

2) Have the student define the following terms: volume, mass, gravitational attraction, and inertia.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will explain the general properties of matter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.40.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify the common elements.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list twenty common elements.

2) Have the student cut pictures out of magazines of twenty common elements.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of twenty common elements, the student will correctly identify 80% of the elements.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.40.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the common element symbols.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and identify twenty common elements.

2) Given a list of thirty common elements, have the student give the symbol for each element.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twenty element symbols, the student will correctly identify 80% of the symbols.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.41.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a compound.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty compounds.

2) Have the student collect twenty different compounds.

3) Have the student cut pictures out of magazines of twenty different compounds.

4) Given a list of substance, the student will identify the compounds.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of substances, the student will correctly identify 80% of the compounds.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.41.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how many parts of each element are in a chemical formula.

Activities: What will be done, when, how much (time), by whom?

1) Have the student identify the number of elements in the following chemical formulas:

a) H_2O
b) Al_2S_3
c) H_2SO_4
d) NaCl
e) H_2
f) O_2
g) MgO
h) K_2O
i) Na_2S
j) CsI

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of ten chemical formulas, the student will correctly explain 80% of the chemical formulas.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.42.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a physical change. Remember, a physical change is when an object changes in size, shape, or form, but there is no change in the chemical composition.

Activities: What will be done, when, how much (time), by whom?

1) Have the student boil and freeze water.

2) Have the student list twenty examples of a physical change.

3) Given a list of examples, the student will identify the physical changes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of examples, the student will correctly identify 80% of the physical changes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.42.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain a physical change.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list and explain five examples of physical change.

2) Given a list of examples, the student will identify and explain each example of physical change.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will give and explain an example of physical change.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.43.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a chemical change. Remember, a chemical change occurs when a substance becomes a different substance having different chemical properties.

Activities: What will be done, when, how much (time), by whom?

1) Have the student mix sulfur and iron filings. Fill a test tube one-third full of the mixture. Heat with a bunsen burner until the mixture becomes red hot. Explain your results.

2) Have the student list twenty examples of a chemical change.

3) Given a list of examples, the student will identify the examples of chemical change.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of examples, the student will correctly identify 80% of the chemical changes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.44.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify mixtures.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty different mixtures.

2) Given a list of substances, the student will identify the mixtures.

3) Have the student collect twenty different mixtures.

4) Have the student cut pictures out of magazines of twenty different mixtures.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of substances, the student will correctly identify 80% of the mixtures.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.45.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how many electrons and protons are found in an atom. Remember, that the atomic number for an atom is the number of electrons or protons.

Activities: What will be done, when, how much (time), by whom?

1) Given twenty atoms and their atomic numbers, have the student explain the number of protons and electrons that are found in each atom.

2) Have the student list and explain the number of electrons and protons found in ten different atoms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the atomic number for an atom, the student will correctly explain how many electrons and protons are found in the atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.45.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the main particles of an atom.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define the main particles of an atom: electron, proton, and neutron.

2) Have the student write a brief paragraph on the location of the main particles in an atom.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will explain the main particles of an atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound# 6.1.46

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the location of the electrons in an atom based on the Bohr Theory.

Bohr Theory: Shells fill up in order. 1st - K shell - 2 3rd - M shell - 18
2nd - L shell - 8 4th - N shell - 32

Activities: What will be done, when, how much (time), by whom?

1) Have students construct a paper model of the electron shells for Fe (iron), Li (lithium) and He (helium).

2) Have students draw a model of the electron configuration for Na (sodium), F (florine), and Cu (copper).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to draw or explain orally a model of the electron configuration for any atom with less than 28 electrons.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.47.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain an isotope. Remember, an isotope is an atom that varies in the number of neutrons.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define isotope.

2) Have the student list the isotopes of the elements hydrogen (H) and chlorine (Cl).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain an isotope.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.48.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the atomic mass. Remember, the atomic mass is equal to the number of protons and neutrons in an atom.

Activities: What will be done, when, how much (time), by whom?

1) Given the number of electrons, protons, and neutrons in an atom, have the student calculate the atomic mass. Have the student compute the atomic mass for twenty-five atoms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the number of electrons, protons, and neutrons in an atom, the student will correctly calculate the atomic mass.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound# 6.1.48.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the nucleus of an atom. Remember, the nucleus of an atom is usually composed of protons and neutrons.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw the structure of the nucleus for the Helium (He) atom. Remember, the atomic number is equal to the number of protons in an atom. To calculate the number of neutrons, have the student subtract the atomic number from the mass number. Remember that the nucleus (atomic mass number) is equal to the protons and neutrons found in the atom.

2) Have the student construct the nucleus for the Cl, Na, Al, and H atoms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given any atom with an atomic number under thirty and its atomic mass, the student will correctly explain, either orally or written, the structure of the nucleus for that atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.49.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the average atomic mass for an element.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define average atomic mass.

2) Have the student explain the average atomic mass for the element chlorine.

3) Have the student list five examples of average atomic mass. Explain each.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will give an example and explain, either orally or written, the average atomic mass for an element.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound# 6,1,49,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the atomic mass from the average atomic mass.

Activities: What will be done, when, how much (time), by whom?

Have the student calculate the atomic mass for twenty-five atoms. Remember, to calculate the atomic mass, round the average atomic mass to the nearest whole number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the average atomic mass for an atom, the student will correctly calculate the atomic mass number for that atom.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.50.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

THe student will be able to identify the atomic number, average atomic mass, symbol and electron shells for any element on the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Given a periodic table, have the student identify the atomic number, average atomic mass, symbol and the electron shells for silver, helium, sodium and chlorine.

2) Have the student draw the location of the atomic number, the average atomic mass, symbol and the electron shells for sulfur.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify the atomic number, average atomic mass, symbol and electron shells for any element that has an atomic number less than twenty on the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6 1 50 2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how the periodic table is organized.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write a brief paragraph on the organization of the periodic table.

2) Have the student construct a periodic table for the first twenty-five elements.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the organization of the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.51.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain the metals, periods, nonmetals, noble gases and metalloids, and their relationship to the periodic table.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student define: period, metals, nonmetals, noble gases and metalloids.

2) Have the student write a brief paragraph about metals, nonmetals, noble gases, periods and metalloids, and their relationship to the periodic table.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly explain a period, metals, nonmetals, noble gases and metalloids.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.51.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the elements that have metallic properties (metals) on the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the atomic numbers of those elements which are metals.

2) Have the student draw a periodic table that shows the location of the metals.

3) Given a periodic table, have the student identify the location of the elements which are metals.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify those elements which are metals on the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.51.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the elements on the periodic table that have nonmetallic properties (nonmetals).

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the atomic number of those elements which are nonmetals.

2) Have the student draw a periodic table that shows the location of the nonmetals.

3) Given a periodic table, have the student identify the location of the nonmetals.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify the nonmetals.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.51.4

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify the periods of the periodic table.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list the atomic numbers of the elements that are found in each period on the periodic table.

2) Have the student identify the periods on the periodic table.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a periodic table, the student will correctly identify the periods of the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Ages** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.51.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the metalloids on the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the atomic numbers of those elements which are metalloids.
2) Have the student draw a periodic table that shows the location of the metalloids.
3) Given a periodic table, have the student identify the location of the metalloids.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify the metalloids on the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.52.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain a family, an A column, a B column and their relationship to the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define: a family, an A column, and a B column.

2) Have the student write a brief paragraph on the relationship of a family, an A column, and a B column, to the periodic table.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain a family, an A column, a B column, and their relationship to the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.52.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the A columns on the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw a periodic table that shows the locations of the A columns.

2) Given a periodic table, have the student identify the A columns on the periodic table.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify the A columns on the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.52.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the B columns on the periodic table.

Activities: What will be done, when, how much (time), by whom?

1) Given a periodic table, have the student identify the B columns on the periodic table.

2) Have the student draw a periodic table that shows the location of the B columns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a periodic table, the student will correctly identify the B columns on the periodic table.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound 6.1.53.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

THe student will be able to explain about the chemical activity of the noble gases.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write a brief paragraph on the chemical activity of the noble gases.

2) Have the student explain the chemical activity of Helium (He) by showing the electron configuration of the gas.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will explain the chemical activity of the noble gases.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.54.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain a molecule.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write a brief paragraph on a molecule.

2) Have the student define a molecule.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain a molecule.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Physical Science Sight & Sound 6.1.54.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the chemical formula of a molecule. Remember, the subscript indicates the number of atoms and a single symbol represents one atom.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the number of atoms for each element in the following formulas:

(a) H_2O	(c) NaOH	(e) LiI	(g) Li_2O
(b) KoH	(d) NaCl	(f) HF	(h) $MgSO_4$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical formulas, the student will correctly explain 80% of the formulas.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.55.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will be able to identify the model of a covalent bond.

Covalent bond: Share electrons

Activities: **What will be done, when, how much (time), by whom?**

1) Have students draw a model of a covalent bond for F_2, Cl_2, and Br_2.

2) Have students construct a model of a covalent bond for I_2, O_2, and Cl_2.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Student will identify 80% of the covalent bond models from the examples given.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.55.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to identify the model of an ionic bond.

Ionic bond: Atoms lose and gain electrons.

Activities: What will be done, when, how much (time), by whom?

1) Have students draw a model of the ionic bond for Nael, HCl, and KCl.

2) Have students construct a model of the ionic bond for HF, KBr and $MgCl_2$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will identify 80% of the ionic bond models from the examples given.

Total Days Participation _____ _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.56

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the formation of a negative ion. Remember, a negative ion is an atom that has gained electrons.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw a model of the Cl, F, and O ions.

2) Have the student construct a model of the Cl, F, and O ions.

3) Have the student, either orally or written, explain the formation of a negative ion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a model of a negative ion, the student will explain, either orally or written, the formation of the ion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6 1 56 2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a positive polyatomic ion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student construct the NH_4 ion.
2) Have the student explain a polyatomic ion.
3) Have the student list twenty polyatomic ions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the positive polyatomic ions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.57

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the formation of a positive ion. Remember a positive ion is an atom that has lost an electron.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw a model of the Na, Mg and Ba ions.

2) Have the student construct a model of the Na, Mg and Al ions.

3) Have the student, either orally or written, explain the formation of a positive ion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a model of a positive ion, the student will explain, either orally or written, the formation of the ion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.57.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a negative polyatomic ion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty polyatomic ions.

2) Have the student explain a polyatomic ion.

3) Have the student construct the SO_4 , PO_4 , and ClO_4 ions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the negative polyatomic ions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Physical Science Sight & Sound 6.1.58.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the chemical formula of a binary compound molecule when the valences of the elements have opposite charges.

Activities: What will be done, when, how much (time), by whom?

1) Have the student calculate the chemical formulas for the following elements. Remember, if the valences are opposite (+2, -2), there is a one to one relationship. For example, Cl and Na. Sodium (Na) has a valence of +1 and chlorine (Cl) has a valence of -1. The chemical formula for the compound would be NaCl. The element with the positive valence is always written first.

a) Mg & O
b) Na & I
c) Na & F
d) Ba & S
e) K & Br
f) Ba & O
g) K & Cl
h) Cs & Cl
i) Mg & S
j) K & I

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical formula problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.58.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the chemical formula of a binary compound molecule when the valences of the elements and polyatomic ion have opposite charges.

Activities: What will be done, when, how much (time), by whom?

1) Have the student calculate the chemical formulas for the following problems. Remember, if the valences are opposite (+1,-1), there is a one to one relationship.

a) Mg & (SO_4)
b) Na & (ClO_3)
c) K & (NO_3)
d) (NH_4) & (NO_3)
e) (NH_4) & Cl
f) (NH_4) & (OH)
g) Ca & (CO_3)
h) Cs & (NO_3)
i) Ba & (SO_4)
j) K & (ClO_3)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical formula problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.59.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the chemical formula of a binary compound molecule when the valences of the elements have different charges.

Activities: What will be done, when, how much (time), by whom?

1) Have the student calculate the chemical formulas for the following elements. Remember, if the valences are different (+2, -1), just switching the numbers gives the chemical formula. For example, hydrogen (H) has a valence of +1 and oxygen (O) has a valence of -2. Just switch the numbers +1 -2 , the chemical formula would be H_2O. Remember, a compound has no charge.

a) Mg & Cl
b) Na & O
c) Ba & I
d) K & N
e) Mg & Br
f) Cs & S
g) K & O

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical formula problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.59.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the chemical formula of a binary compound molecule when the valences of the element and the polyatomic ion have opposite charges.

Activities: What will be done, when, how much (time), by whom?

1) Have the student calculate the chemical formulas for the following elements. Remember, if the valences are different (+2, -3), just switching the numbers gives the chemical formula.

a) (NH_4) & (SO_4)
b) Al & (SO_4)
c) (NH_4) & (PO_4)
d) Mg & (OH)
e) (NH_4) & (CO_3)
f) Ba & (ClO_3)
g) H & (SO_4)
h) Al & (NO_3)
i) Na & (PO_4)
j) NH_4 & S

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten chemical formula problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.60.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to draw an ionic bond. Remember, an ionic bond is where electrons are lost and gained.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw the ionic bonds represented by the following formulas: LiF, $MgCl_2$, and NaCl.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a chemical formula, the student will correctly draw the ionic bond representing the formula.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.61.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to draw a covalent bond. Remember, a covalent bond is when electrons are shared.

Activities: What will be done, when, how much (time), by whom?

1) Have the student draw the covalent bonds represented by the following formulas: HCl and H_2O.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a chemical formula, the student will correctly draw the covalent bond representing the chemical formula.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.62.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain a solid, liquid and a gas.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define a solid, liquid and a gas.
2) Have the student explain the solid, liquid and gaseous phase for water.
3) Have the student freeze water.
4) Have the student boil water.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correct explain, either orally or written, a solid, liquid and a gas.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.62.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify a solid.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list twenty examples of a solid.
2) Given twenty examples, have the student identify the solids.
3) Have the student bring ten solids to class.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given twenty examples, the student will correctly identify 80% of the solids.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.62.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a liquid.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of a liquid.

2) Given twenty examples, have the student identify the liquids.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the liquids.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.62.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a gas.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of a gas.

2) Given twenty examples, have the student identify the gases.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the gases.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound 6.1.63.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain a solution.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain a solution.
2) Have the student define a solution
3) Have the student make five solutions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain a solution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound 6.1.64.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify a gaseous solution.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student list twenty examples of a gaseous solution.

2) Have the student explain a gaseous solution.

3) Given thirty examples, have the student identify the gaseous solutions.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given twenty examples, the student will correctly identify 80% of the gaseous solutions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.64.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a liquid solution.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of a liquid solution.

2) Have the student explain a liquid solution.

3) Given thirty examples, have the student identify the liquid solutions.

4) Have the student make ten liquid solutions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the liquid solutions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.64.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a solid solution.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of a solid solution.

2) Have the student explain a solid solution.

3) Given twenty examples, have the student identify the solid solutions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the solid solutions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6 1 65 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the reactants and products in a chemical equation.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define reactants and products.

2) Have the student write three chemical equations and identify the chemical reactants and products.

3) Given thirty chemical equations, have the student identify the chemical reactants and products.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical equations, the student will correctly identify the reactants and products.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.65.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify and explain the chemical symbols used in a chemical equation.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the chemical symbols used in a chemical equation.

2) Given twenty chemical equations, have the student identify and explain the chemical symbols.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten chemical equations, the student will correctly identify and explain the symbols in a chemical equation.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.66.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify and explain the chemical abbreviations in a chemical equation.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the chemical abbreviations found in a chemical equation.

2) Given thirty chemical equations, have the student identify and explain the chemical abbreviations.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical equations, the student will correctly identify and explain the chemical abbreviations.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.66.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to balance a chemical equation.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write and balance ten chemical equations.

2) Given thirty chemical equations, have the student balance each equation.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical equations, the student will correctly balance 80% of the chemical equations.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.67.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a synthesis chemical reaction.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write six synthesis chemical reactions.

2) Have the student write a generalized synthesis chemical reaction.

3) Given twenty chemical reactions, have the student identify the synthesis reactions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical equations, the student will correctly identify 80% of the synthesis chemical reactions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science _____ Sight & Sound# 6.1.68.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a decomposition chemical reaction.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write six decomposition chemical reactions.

2) Have the student write a generalized decomposition chemical reaction.

3) Given twenty chemical equations, have the student identify the decomposition reactions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty chemical equations, the student will correctly identify 80% of the decomposition chemical reactions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6.1.69.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain the conservation of mass.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student define conservation of mass.

2) Have the student write a brief paragraph on the conservation of mass.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly explain the conservation of mass.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science **Sight & Sound#** 6,1,69,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the molecular mass of a molecule.

Activities: What will be done, when, how much (time), by whom?

1) Have the student calculate the molecular mass for the following formulas:

a)	H_2O	f)	$BaCl_2$
b)	LiF	g)	CO_2
c)	$MgCl_2$	h)	$CaCO_3$
d)	NH_4OH	i)	NaOH
e)	NaCl	j)	HCl

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten chemical formulas, the student will correctly calculate 80% of the molecular masses.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.70.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain an acid. Remember, an acid has an excess of hydrodium ions.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define an acid.

2) Have the student write a brief paragraph on acids.

3) Have the student list ten acids.

4) Have the student explain ten uses of acids.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain an acid.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physical Science Sight & Sound# 6.1.70.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the pH scale.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write a brief paragraph on the pH scale.

2) Have the student draw and explain the pH scale.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the pH scale.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physical Science Sight & Sound# 6.1.71.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain a base.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student define a base.

2) Have the student write a brief paragraph on bases.

3) Have the student list ten bases.

4) Have the student explain ten uses of bases.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly explain a base.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.1.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain mitosis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define mitosis.

2) Have the student write a brief paragraph on mitosis.

3) Have the student list the stages of mitosis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain mitosis.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6.2.1.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to draw the stages of mitosis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the stages of mitosis.

2) Have the student draw the stages of mitosis.

3) Have the student construct the stages of mitosis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly draw the stages of mitosis.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.2.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain meiosis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define meiosis.

2) Have the student list the stages of meiosis.

3) Have the student explain meiosis.

4) Have the student write a brief paragraph on meiosis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain meiosis.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6222

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to draw the stages of meiosis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the stages of meiosis.

2) Have the student draw the stages of meiosis.

3) Have the student construct the stages of meiosis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly draw the stages of meiosis.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound# 6231

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the male reproductive system.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the steps for the formation of sperm.
2) Have the student draw the male reproductive system.
3) Have the student trace the path of the sperm cells in the male reproductive system.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the male reproductive system.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.3.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the female reproductive system.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the steps for the formation of an egg.

2) Have the student draw the female reproductive system.

3) Have the student trace the path of the egg in the female reproductive system.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the female reproductive system.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6 2 3 3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the process of sexual reproduction in man.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the process of sexual reproduction in man.

2) Have the student trace the path of the egg and sperm in the reproductive process.

3) Have the student explain the fertilization of the egg.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the process of sexual reproduction in man.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound# 6.2.4.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the hereditary particles (chromosomes) and how the chromosome number is affected by fertilization.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define chromosomes.

2) Have the student explain the fertilization of the egg.

3) Have the student write a brief paragraph on the reduction of the chromosomes during fertilization.

4) Have the student explain how meiosis affects the number of chromosomes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the hereditary particles and how the chromosome number is affected by fertilization.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6 2 5 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how a gene works.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define: gene, trait, and chromosomes.

2) Have the student explain eye color by using genes.

3) Have the student write a paper on how a gene works.

4) Have the student make a model of a gene.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain how a gene works.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.6.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to determine the sex of the offspring.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define X and Y chromosomes.

2) Have the student write the chromosome pair (X or Y) for a male.

3) Have the student write the chromosome pair for a female.

4) Given two chromosome pairs, have the student determine the sex of each of the pairs.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given three pair of sex chromosomes, the student will correctly determine the sex of the offspring represented by each pair.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.7.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the common blood types.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the common blood types.

2) Have the student type his own blood.

3) Have the student write the gene pairs for the common blood types.

4) Have the student make a model of the gene pairs for the common blood types.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the common blood types.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.8A.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the Rh factor in blood.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define the Rh factor.

2) Have the student write the gene pairs for Rh+ and Rh-.

3) Have the student explain which factor is dominant and which is recessive.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the Rh factor in blood.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.8B.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the affects of different Rh factors mixing during a blood transfusion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the Rh factor.

2) Have the student explain the problem of mixing Rh factors.

3) Have the student write a paper explaining the affects of different Rh factor mixing during a blood transfusion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the affects of different Rh factors mixing during a blood transfusion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6.2.9.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain albinoism.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define albinoism.

2) Have the student make a pedigree of albinoism.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain albinoism.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.10.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between fraternal and identical twins.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define fraternal and identical twins.

2) Have the student explain fraternal and identical twins.

3) Have the student write a brief paragraph explaining the difference between fraternal and identical twins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between fraternal and identical twins.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.14.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain diffusion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define diffusion.
2) Have the student explain diffusion in a living organism.
3) Have the student explain permeable and semi-permeable.
4) Have the student give ten examples of diffusion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain diffusion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.15.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to use an identification key.

Activities: What will be done, when, how much (time), by whom?

1) Have the student obtain a bird key.
2) Have the student explain the steps or choices in the key.
3) Have the student identify a robin.
4) Have the student identify a sparrow.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a bird, the student will correctly identify it by using an identification key.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.16.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the system used to classify living organisms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the steps in the classification system.

2) Have the student give an example for each step in the classification system.

3) Have the student write the classification for man.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the system used to classify living organisms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.17.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the parts of the cell.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a cell.

2) Have the student draw a cell and label the parts.

3) Given a diagram of a cell, have the student identify the cell.

4) Have the student examine and identify the parts of a plant cell (use the microscope).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a cell, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.17.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of the parts of a cell.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a cell.

2) Have the student write a brief paragraph explaining the funciton of each part of the cell.

3) Given a diagram of a cell, the student will correctly explain the function of each part.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a cell, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.17.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the importance of the cell in living organisms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define a cell.

2) Have the student examine a plant cell under the microscope.

3) Have the student write a brief paragraph on the importance of the cell in living organisms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the importance of the cell to living organisms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.18.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain photosynthesis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define photosynthesis.

2) Have the student list the steps in photosynthesis.

3) Have the student explain each step in photosynthesis.

4) Have the student draw a diagram showing the steps of photosynthesis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain photosynthesis.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.18.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the importance of photosynthesis.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain photosynthesis.

2) Have the student write a paragraph on the importance of photosynthesis.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the importance of photosynthesis.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound# 6.2.19.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between the groups of protozoa.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the main groups of protozoa.

2) Have the student briefly explain each group.

3) Have the student write a brief paragraph on the differences between the groups of protozoa.

4) Have the student draw an example of each group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the groups of protozoa.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6,2,19,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of the protozoans.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a protozoan.

2) Have the student view a paramecium. The student will draw and label the parts of a paramecium.

3) Given a diagram of a protozoan, have the student identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a paramecium, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.19.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of parts of a protozoan.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a protozoan.

2) Given an amoeba to view, have the student explain the function of its parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of an amoeba, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.19.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the importance of the protozoans.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the role of the protozoans in the world.

2) Have the student write a brief paragraph on the importance of the protozoans.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the importance of the protozoans.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology _____ Sight & Sound# 6.2.20.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain the shapes of bacteria.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student draw the three shapes of bacteria.

2) Have the student label each shape group.

3) Have the student give three examples of each group.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to correctly explain the shapes of bacteria.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.20.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of the bacteria.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life cycle of bacteria.

2) Have the student draw examples of the stages in the life cycle of bacteria.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of the bacteria.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.20.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the importance of bacteria.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list some uses of bacteria.

2) Have the student write a brief paragraph on the importance of bacteria in the world.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the importance of bacteria.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6.2.21.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of the viruses.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life cycle of a virus.

2) Have the student draw the stages in the life cycle of a virus.

3) Have the student write a paragraph on the life cycle of the viruses.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of the viruses.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.22.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the parts of a sponge.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a sponge.

2) Have the student draw and label the parts of a sponge.

3) Given a sponge, have the student identify the parts.

4) Given a diagram of a sponge, have the student identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a sponge, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.22.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of the structures (parts) of a sponge.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a sponge.

2) Given a diagram of a sponge, have the student explain the function of the parts.

3) Given a sponge, have the student explain the function of the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.22.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of the sponges.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life cycle of a sponge.

2) Have the student draw examples for each stage in the life cycle of a sponge.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of the sponges.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6,2,23,1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of the coelenterates.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of the coelenterates.
2) Given a diagram of a jellyfish, have the student identify the parts.
3) Have the student view a jellyfish and identify the parts.
4) Have the student draw a diagram of a jellyfish and label the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of the coelenterates, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last **First** or
Grade _____

Content Area Biology Sight & Sound# 6.2.23.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of the parts of the coelenterates.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a coral.

2) Given a diagram of a sea anemone, have the student explain the function of the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a sea anemone, the student will correctly explain the function of 80% of the structure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.23.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the different types of coelenterates.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of coelenterates.

2) Have the student draw the different types of coelenterates.

3) Have the student view the different types of coelenterates.

4) Given a list of twenty coelenterates, have the student identify the types.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twenty coelenterates, the student will correctly identify 80% of the coelenterates.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.24.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of flatworms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of flatworms.

2) Have the student draw five types of flatworms.

3) Given twenty different flatworms, have the student identify the different types.

4) Have the student view a fluke and a planaria.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twenty flatworms, the student will correctly identify 80% of the flatworms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound# 6.2.25.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of roundworms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of roundworms.

2) Given a list of twenty roundworms, have the student identify the various types.

3) Have the student draw five different types of roundworms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given pictures of twenty roundworms, the student will correctly identify 80% of the roundworms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.26.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a segmented worm.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a segmented worm.

2) Given a diagram of a segmented worm, have the student identify the parts.

3) Given a segmented worm, have the student identify the structure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a segmented worm, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound# 6.2.26.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of a segmented worm.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a segmented worm.

2) Given a diagram of a segmented worm, have the student explain the various parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a segmented worm, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6,2,27,1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the importance of the arthropods.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define arthropods.

2) Have the student write a brief paragraph on the importance of the arthropods in the world.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the importance of the arthropods.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6.2.27.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure of the anthropods.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a crayfish.

2) Given a diagram of a crayfish, have the student identify the parts.

3) Given a crayfish, have the student identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a crayfish, the student will correctly identify 80% of the parts.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.27.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of the structure of the anthropods.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts (structure) of a spider.

2) Have the student draw and explain the parts of a spider.

3) Given a diagram of a spider, have the student explain the function of the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a spider, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.28.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between the major groups of mollusks.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the three major groups of mollusks.

2) Have the student list the differences between the groups.

3) Have the student write a brief paragraph on the difference between the major groups of mollusks.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the major groups.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.28.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure of the mollusks.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a mollusk.

2) Given a diagram of a clam, have the student identify the parts.

3) Given a blue mussel, have the student identify the parts.

4) Have the student draw and label the parts of a mollusk.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a clam, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.28.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of the parts of the mollusks.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a mollusk.

2) Given a razor clam, have the student explain the parts.

3) Given the diagram of a mollusk, have the student explain the function of the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a horse clam, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6.2.29.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of an echinoderm.

Activities: What will be done, when, how much (time), by whom?

1) Have the students list the parts of an echinoderm.

2) Given a diagram of an echinoderm, have the student identify the parts.

3) Given a starfish, have the students identify the structure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of an echinoderm, the student will correctly identify 80% of the parts.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6,2,29,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of an echinoderm.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of an echinoderm.

2) Given a diagram of an echinoderm, have the student explain the various parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an echinoderm, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.30.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a fish.

Activities: What will be done, when, how much (time), by whom?

1) Have the students list the parts of a fish.

2) Given a diagram of a fish, have the students identify the parts.

3) Given a trout, have the students identify the structure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a fish, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound# 6.2.30.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of a fish.

Activities: What will be done, when, how much (time), by whom?

1) Have the students list and explain the parts of a fish.

2) Given a diagram of a salmon, have the student explain the various parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a fish, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade _____

Content Area Biology Sight & Sound# 6,2,30,3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between the three major groups of fish.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the three major groups of fish.

2) Have the student draw an example of each group of fish.

3) Have the student write a brief paragraph explaining the difference between the three major groups of fish.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the three major groups of fish.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.31.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of amphibians.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of amphibians.
2) Given a list of twenty amphibians, have the student identify the various types.
3) Have the student draw five different types of amphibians.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given pictures of twenty amphibians, the student will correctly identify 80% of them.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.31.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of an amphibian.

Activities: What will be done, when, how much (time), by whom?

1) Have the students list the parts of a frog.

2) Given a diagram of a frog have the students identify the parts.

3) Given a salamander, have the students identify the structure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a frog, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Biology Sight & Sound 6.2.31.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each structure of an amphibian.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of an amphibian.

2) Given a diagram of an amphibian, have the student explain the various parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an amphibian, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.32.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of reptiles.

Activities: What will be done, when, how much (time), by whom?

1) Have the student cut out twenty pictures of different reptiles.
2) Have the student draw five different examples of reptiles.
3) Show a list of thirty reptiles and have the student identify the reptiles.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twenty reptiles, the student will correctly identify 80% of the reptiles.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.32.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of a reptile.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life cycle of a lizard.

2) Have the student draw examples of each stage in the life cycle of a lizard.

3) Have the student write a paragraph on the life cycle of a snake.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of a reptile.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound ~~6.2.33.1~~

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a bird.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a bird.

2) Given a diagram of a bird, have the student identify the parts.

3) Given a bird, have the student identify the structure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a bird, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2 33.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of a bird.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a bird.

2) Given a diagram of a bird, have the student explain the various parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a bird, the student will correctly explain the function of 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.34.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between the three subclasses of mammals.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the three subclasses of mammals.

2) Have the student list the differences between the subclasses.

3) Have the student write a brief paragraph on the difference between the three subclasses of mammals.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the three subclasses of mammals.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.34.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the characteristics of a mammal.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the characteristics of a mammal.

2) Have the student explain the characteristics of a mammal.

3) Have the student give examples (animals) that have these characteristics.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the characteristics of a mammal.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.35.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the different groups of algaes.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different algae groups.

2) Have the student list the differences between the groups.

3) Have the student give an example of each group.

4) Have the student write a brief paragraph on the difference between the algae groups.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the various groups of algaes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Biology Sight & Sound 6 2 36 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of fungi.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of fungi.
2) Given a list of twenty fungi, have the student identify the various types.
3) Have the student draw five different types of fungi.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given pictures of twenty fungi, the student will correctly identify 80% of them.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Biology Sight & Sound 6.2.37.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the characteristics of a lichen.

Activities: What will be done, when, how much (time), by whom?

1) Have the student examine a lichen.
2) Have the student list the characteristics of the lichens.
3) Have the student write a brief paragraph on the lichens.
4) Have the student collect ten different types of lichens.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the characteristics of a lichen.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.38.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of the mosses.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life of a moss.
2) Have the student collect examples of each stage in the life of a moss.
3) Have the student diagram the life cycle of a moss.
4) Have the student write a brief paper on the life cycle of the mosses.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of the mosses.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.39.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a fern.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a fern.
2) Given a diagram of a fern, have the student identify the structure (parts).
3) Have the student bring a fern to school and identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a fern, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained; Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.39.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the life cycle of the ferns.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the stages in the life cycle of the ferns.
2) Have the student bring examples of each stage in the life cycle of the ferns.
3) Have the student draw examples of each stage in the life cycle of the ferns.
4) Have the student write a brief paragraph on the life cycle of the ferns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the life cycle of the ferns.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.40.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure of the Gymnosperms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a Gymnosperm.

2) Given a diagram of a Gymnosperm, have the student identify the parts.

3) Have the student bring a Gymnosperm to school and identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a Gymnosperm, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.40.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify different types of Gymnosperms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the different types of Gymnosperms.
2) Have the student bring ten examples of Gymnosperms to school.
3) Given thirty examples, have the student identify the different types of Gymnosperms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of them.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.41.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the difference between the Angiosperms and the Gymnosperms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define Angiosperms and Gymnosperms.

2) Have the student write a brief pragraph explaining the difference between the Angiosperms and the Gymnosperms.

3) Have the student bring examples of each group and list the differences between each.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the difference between the Angiosperms and Gymnosperms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6 2 41 2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the different types of Angiosperms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the main two groups of Angiosperms.
2) Have the student explain the differences between the two main groups.
3) Have the student list ten examples for each group.
4) Have the student bring five examples for each group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the different types of Angiosperms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.42.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain the purpose of roots.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student define a root.

2) Have the student write a brief paragraph on the purpose of roots.

3) Have the student bring examples of different types of roots and explain their purpose.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly explain the purpose of roots.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.42.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the different types of roots.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the different types of roots.
2) Have the student bring examples of different types of roots.
3) Given twenty examples, have the student identify the different types of roots.
4) Have the student draw examples of different types of roots.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the different types of roots.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.42.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the parts of a root.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a root.
2) Have the student draw and identify the parts of a root.
3) Given a diagram of a root, have the student identify the parts.
4) Have the student bring a plant to school and identify the parts of the root.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a root, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Biology Sight & Sound 6.2.43.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of stems.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define a stem.

2) Have the student write a brief paragraph on the function of stems.

3) Have the student bring several examples of different types of stems and explain their function.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the function of stems.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.43.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to identify the different types of stems.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student explain the different types of stems.
2) Have the student bring examples of different types of stems.
3) Given ten examples, have the student identify the different types of stems.
4) Have the student draw examples of different types of stems.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten examples, the student will correctly identify the different types of stems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.43.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a stem.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a stem.
2) Have the student draw and identify the parts of a stem.
3) Given a diagram of a stem, have the student identify the structure.
4) Have the student bring a plant to school and identify the structure of the stem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a stem, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.44.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of leaves.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define a leaf.

2) Have the student write a brief paragraph on the function of leaves.

3) Have the student bring examples of different types of leaves and explain their function.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the function of leaves.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.44.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the different types of leaves.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain the different types of leaves.
2) Have the student bring examples of different types of leaves.
3) Given ten examples, have the student identify the different types of leaves.
4) Have the student draw examples of different types of leaves.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten examples, the student will correctly identify 80% of the different types of leaves.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.44.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a leaf.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a leaf.
2) Have the student draw and label the parts of a leaf.
3) Given a diagram of a leaf, have the student identify the parts.
4) Have the student bring several leaves to school and identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a leaf, the student will correctly identify 80% of the parts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.45.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a flower.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a flower.
2) Have the student draw and identify the structure of a flower.
3) Given a diagram of a flower, have the student identify the parts.
4) Have the student bring a flower to school and identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a flower, the student will correctly identify 80% of the structure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.45.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of a flower.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a flower.

2) Given a flower, have the student explain the function of each part.

3) Given a diagram of a flower, have the student explain the function of each part.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a flower, the student will correctly explain the function of 80% of the structure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.46.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the pollination of flowers.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define pollination.
2) Have the student write a brief paragraph on pollination.
3) Have the student pollinate a flower.
4) Have the student list the different methods of pollination.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the pollination of flowers.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.47.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the structure (parts) of a seed.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the parts of a seed.
2) Have the student draw and identify the parts of a seed.
3) Given a diagram of a seed, have the student identify the parts.
4) Have the student bring a seed to school and identify the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a seed, the student will correctly identify 80% of the structure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.47.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the function of each part of the seed.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain the parts of a seed.

2) Given a seed, have the student explain the function of each part.

3) Given a diagram of a seed, have the student explain the function of each part.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a diagram of a seed, the student will correctly explain the function of 80% of the structure.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound ~~6.2.48.1~~

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the purpose of fruit.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define fruit.
2) Have the student write a brief paragraph on the purpose of fruit.
3) have the student explain the purpose of fruit.
4) Have the student examine some fruit.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the purpose of fruit.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.48.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the major types of fruits.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the major types of fruits.
2) Given thirty examples, have the student identify the fruits.
3) Have the student collect twenty different types of fruits.
4) Have the student collect pictures of twenty different types of fruits.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given thirty examples, the student will correctly identify 80% of the different types of fruits.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.49.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the relationship of energy pathways between organisms which feed on each other.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list the organisms which fed on each other.

2) Have the student explain energy.

3) Have the student write a brief paragraph on the energy pathways between organisms which feed on each other.

4) Have the student explain energy pathways.

5) Have the student diagram the movement of energy between organisms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the relationship of energy pathways between organisms which feed on each other.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.50.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain a food chain.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define a food chain.
2) Have the student list the stages of a food chain.
3) Have the student give an example of a food chain.
4) Have the student write a paragraph on food chains.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain a food chain.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.51.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the relationship between a food chain and an energy pyramid.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define an energy pyramid.

2) Have the student list the steps in an energy pyramid.

3) Have the student explain what an energy pyramid shows.

4) Have the student write a brief paper that explains the relationship between a food chain and an energy pyramid.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the relationship between a food chain and an energy pyramid.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.52.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the concept of succession.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define succession.
2) Have the student give an example of succession.
3) Have the student explain how succession can occur.
4) Have the student write a brief paper on succession.
5) Have the student write a brief paper giving an example of succession.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain succession.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.53.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how organisms are dependent on non-living things.

Activities: What will be done, when, how much (time), by whom?

1) Have the student explain mineral cycles.

2) Have the student explain the water cycle.

3) Have the student write a paragraph on the importance of non-living things (mineral & water cycles) to living organisms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain how organisms are dependent on non-living things.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.54.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how some minerals are used by many different organisms.

Activities: What will be done, when, how much (time), by whom?

1) Have the student write the carbon cycle.

2) Have the student write the nitrogen cycle.

3) Have the student write a paper explaining the mineral cycles and how they are used by different organisms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain how some minerals are used by many different organisms.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.55.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to explain predation.

Activities: **What will be done, when, how much (time), by whom?**

1) Have the student define predation.
2) Have the student give five examples of predation.
3) Have the student explain predation.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly explain predation.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.55.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain parasitism.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define parasitism.

2) Have the student give five examples of parasitism.

3) Have the student write a brief paper explaining parasitism.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain parasitism.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6 2 55 3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain commensalism.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define commensalism.

2) Have the student give five examples of commensalism.

3) Have the student write a brief paper on commensalism.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain commensalism.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.55.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain mutualism.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define mutualism.

2) Have the student give five examples of mutualism.

3) Have the student write a brief paper explaining mutualism.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain mutualism.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.56.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain how organisms are controlled by limiting factors.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list some limiting factors.

2) Have the student give an example of how each limiting factor could affect an organism.

3) Have the student write a brief paper explaining how organisms are controlled by limiting factors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain how organisms are controlled by limiting factors.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6 2 57 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the tundra biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the tundra region.

2) Have the student make a list of the physical traits of the tundra biome.

3) Have the student write a brief paragraph on the physical traits of the tundra biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the tundra biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6 2 57 2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the tundra biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the tundra biome.

2) Have the student write a brief paragraph on six organisms that live in the tundra biome.

3) Have the student draw five examples of organism that live in the tundra region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the tundra biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.58.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the tiaga biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the tiaga region.

2) Have the student make a list of the physical traits of the tiaga biome.

3) Have the student write a brief paragraph on the physical traits of the tiaga biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the tiaga biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.58.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the tiaga biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the tiaga biome.

2) Have the student write a brief paragraph on six organisms that live in the tiaga biome.

3) Have the student draw five examples of organisms that live in the tiaga region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the tiaga biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.59.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the latitude deciduous forest biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the deciduous forest region.

2) Have the student make a list of the physical traits of the deciduous forest biome.

3) Have the student write a brief paragraph on the physical traits of the deciduous forest region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the latitude deciduous forest biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.59.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the latitude deciduous forest biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the deciduous forest biome.

2) Have the student write a brief papagraph on six organisms that live in the deciduous forest region.

3) Have the student draw five examples of organisms that live in the deciduous forest biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the latitude deciduous forest biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound ~~6.2.60.1~~

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the latitude grassland biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the grassland region.

2) Have the student make a list of the physical traits of the grassland biome.

3) Have the student write a brief paragraph on the physical traits of the grassland biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the latitude grassland biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.60.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the latitude grassland biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the grassland biome.

2) Have the student write a brief paragraph on six organisms that live in the grassland biome.

3) Have the student draw five examples of organisms that live in the grassland region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the latitude grassland biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6 2 61 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the desert biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the desert biome.
2) Have the student make a list of the physical traits of the desert region.
3) Have the student write a brief paragraph on the physical traits of the desert biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the desert biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.61.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the desert biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the desert biome.

2) Have the student write a brief paragraph on six organisms that live in the desert biome.

3) Have the student draw five examples of organisms that live in the desert region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the desert biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.62.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the tropical rain forest biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the tropical rain forest region.
2) Have the student make a list of the physical traits of a tropical rain forest biome.
3) Have the student write a brief paragraph on the physical traits of the tropical rain forest.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the tropical rain forest biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology Sight & Sound 6.2.62.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms taht live in the tropical rain forest biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the students list and explain twenty organisms that live in the tropical rain forest region.

2) Have the student write a brief paragraph on six organisms that live in the tropical rain forest.

3) Have the student draw five examples of organisms that live in the tropical rain forest region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisims that live in the tropical rain forest biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.63.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the ocean biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the ocean region.
2) Have the student make a list of the physical traits of the ocean biome.
3) Have the student write a brief paragraph on the physical traits of the ocean biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the ocean biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.63.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the ocean biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the ocean biome.

2) Have the student write a brief paragraph on six organisms that live in the ocean biome.

3) Have the student draw five examples of organisms that live in the ocean region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the ocean biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.64.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain the physical traits of the mountain biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student make a map showing the mountain region.
2) Have the students make a list of the physical traits of the mountain biome.
3) Have the student write a brief paragraph on the physical traits of the mountain biome.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain the physical traits of the mountain biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Biology Sight & Sound 6.2.64.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to list and explain the organisms that live in the mountain biome.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list and explain twenty organisms that live in the mountain biome.

2) Have the student write a brief paragraph on six organisms that live in the mountain biome.

3) Have the student draw five examples of organisms that live in the mountain region.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly list and explain ten organisms that live in the mountain biome.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Biology **Sight & Sound#** 6.4.1.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify simple motion.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of simple motion.

2) Given thirty examples, have the student identify the examples of simple motion.

3) Have the student explain simple motion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty examples, the student will correctly identify 80% of the simple motions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physics Sight & Sound# 6.4.2.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to explain velocity.

Activities: What will be done, when, how much (time), by whom?

1) Have the student define velocity.

2) Have the student write a brief paragraph on velocity.

3) Have the student list twenty examples of velocity.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly explain velocity.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physics Sight & Sound# 6.4.2.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate velocity.

Activities: What will be done, when, how much (time), by whom?

To calculate velocity, use the velocity formula, velocity is equal to distance divided by time, $V = \frac{D}{T}$. Divide distance by the time. This gives you the velocity of the object. Remember, the unit is usually meters per second. For the following problems, use this formula.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten velocity problems, the student will correctly answer 80% of the problems.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physics Sight & Sound# 6.4.3.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify acceleration with an accelerometer.

Activities: What will be done, when, how much (time), by whom?

Have the student obtain a cart and an accelerometer. Put the accelerometer on the cart. Push the cart. Remember, when the liquid is level, the accelerometer is not being accelerated. If the liquid were slanted, the accelerometer shows acceleration.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly identify acceleration with an accelerometer.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physics Sight & Sound# 6.4.4.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to measure acceleration using the water drop method.

Activities: What will be done, when, how much (time), by whom?

Have the student get a cart that is equipped with a small funnel with a hole at the bottom. Push the cart across the floor. When water is placed in the funnel, drops of water are left behind as the cart moves across the floor. Remember, if the drops are of equal distance apart, the cart moves with a constant velocity. If the drops get further apart as the cart moves, then it shows acceleration. If the drops get closer together as the cart moves along, then the cart is decelerating.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly measure acceleration using the water drop method.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Physics Sight & Sound# 6.4.5.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Activities: What will be done, when, how much (time), by whom?

Refer to 6.1.15.1 & 6.1.15.2

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physics Sight & Sound# 6.4.6.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to define a vector. Remember, a vector has both a number and a direction.

Activities: What will be done, when, how much (time), by whom?

1) Have the student list twenty examples of a vector.

2) Have the student define a vector.

3) Given twenty examples, have the student identify the vector quantities.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly define a vector.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physics **Sight & Sound#** 6.4.7.1

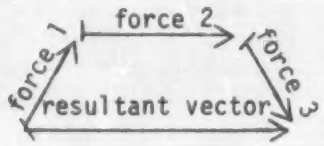
Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the force acting on an object by adding vectors.

Activities: What will be done, when, how much (time), by whom?

Have the student diagram several forces acting on a single body. The resultant force is found by drawing a force diagram. It is wise to use a ruler and protractor when making vector diagrams. To add force vectors (arrows), place the tail of the second arrow to the head of the first arrow. Then place the tail of the third arrow on the head of the second arrow, and so on. Vectors may be added in any sequence. To find the resultant of these vectors, draw a final arrow (vector) from the tail of the first vector to the head of the last vector. This is the resultant vector and has both direction and magnitude.

Example:



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten vector problems, the student will correctly answer 80% of the vector problems by adding vectors.

Total Days Participation _____ _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Physics Sight & Sound# 6.4.7.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to calculate the force acting on an object by subtracting vectors.

Activities: What will be done, when, how much (time), by whom?

Have the student use a ruler and a protractor when making a vector diagram. To find the resultant force of two opposite forces, find the difference between them (subtract).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten vector problems, the student will correctly answer 80% of the vector problems by subtracting vectors.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Physics Sight & Sound# 6.4.8.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to break down the resultant vector into two components at right angles to each other.

Activities: What will be done, when, how much (time), by whom?

Have the student use a ruler and a protractor when making a vector diagram. Using a ruler, draw lines so that the tail of the resultant vector is in one corner of a rectangle and its head in the corner opposite the tail. This is easily done by using a piece of graph paper with the resultant vector drawn on it and then drawing dash lines horizontally that pass through the head and tail, then dash lines in vertical directions through the head and then the tail. Notice, the position of the horizontal lines and vertical lines. Place pointers at these conjunctions to show in what directions the component vectors go. Next, label the vectors X and Y.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given twenty resultant vectors, the student will correctly break down 80% of the resultants into two components at right angles to each other.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**